



2003 Wisconsin Reading Comprehension Test:

**An Assessment of Primary-Level
Reading at Grade Three**

Test Results Interpretive Guide

EMBARGO

Information in the Wisconsin Reading Comprehension Test Reports and the *Test Results Interpretive Guide* is not to be released until

JULY 15, 2003

Results from the Wisconsin Reading Comprehension Test are embargoed and are not to be released or revealed to the public by any school or district until July 15, 2003, when the Department of Public Instruction releases statewide results. Please review your district results so you are prepared to communicate with your constituents and local media after July 15, 2003. Thank you for your cooperation.

Questions regarding this publication and requests for additional copies
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After July 31, 2003,
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Wisconsin Reading Comprehension Test Results

Introduction

This booklet is intended to help districts understand and use the results of the 2003 Wisconsin Reading Comprehension Test: An Assessment of Primary-Level Reading at Grade Three. From 1989 through 1995, this test was called the Third Grade Reading Test.

Three statewide reports are presented in this booklet, as are samples of the district and school reports which you have received. In each case, there is a brief description and explanation of the report.

The Wisconsin Reading Comprehension Test was designed to gather three types of information:

- Reading Comprehension
- Prior Knowledge
- Reading Strategies

Although information was collected in each of the areas above, the performance standards are based only on the reading comprehension items. The information about reading strategies and prior knowledge was collected for the purpose of interpreting results on the comprehension items.

The statewide performance standards for the comprehension items on the test are based on standards that were established in July, 1998, by the State Superintendent, taking into consideration the recommendations of a statewide panel of third grade teachers and district reading specialists. Results for the 2003 Wisconsin Reading Comprehension Test are reported in relation to these standards as the numbers and percents of students whose scores were in the Advanced, Proficient, Basic, and Minimal proficiency levels.

Standard (r), the Wisconsin Reading Comprehension Test standard, requires that district performance on the comprehension items be compared to statewide performance. The reports described on pages 7, 11, 14, and 20 accomplish this purpose.

The other reports described in this guide provide information which may assist districts in understanding and interpreting their results. For example, as you compare district and school results with the state performance data, it may be helpful to refer to the relationships between the reading comprehension scores and the scores on the prior knowledge and reading strategy questions. Likewise, the other reports may include information which can be used to explain and interpret the results for your district and schools within the district.

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Note: As a result of rounding, the figures on the reports do not always total 100%

THE 2003 WISCONSIN READING COMPREHENSION TEST: FACTS, SUGGESTIONS, AND CAVEATS

Features of the Test

1. The test has four purposes:
 - to identify the reading level of individual students with respect to statewide proficiency levels
 - to provide districts with information that will help them evaluate the effectiveness of their primary reading programs
 - to allow school districts to compare the performance of their students with state proficiency levels
 - to provide data for meeting federal and state statutory requirements with respect to student assessment
2. The reading passages on the test range in length from about 700 to 900 words for the nonfiction passage, and from about 1,000 to 1,500 words for each of the fiction passages. The majority of the comprehension questions are inferential.
3. The 2003 test consisted of three reading passages (two fiction and one nonfiction). Each passage was followed by a set of questions that measured reading comprehension. The students' test scores were based only on the reading comprehension questions. The test included 63 multiple-choice reading comprehension questions and two short-answer reading comprehension questions. The short-answer questions asked students to provide the answers, rather than selecting from given answer choices as in the multiple-choice questions. A student's response to each of the short-answer questions on the 2003 test received three points for a correct response, two points for a partially correct response, one point for a minimal attempt, and zero points for an incorrect response. For each of the 63 multiple-choice questions answered correctly, a student received one point. A student's score for the multiple-choice questions was combined with the student's scores for the short-answer questions to produce the student's reading comprehension score for the test. The maximum possible score on the 2003 test was 69 points.
4. Scores on the reading strategy and prior knowledge items can be used to explain variations in the comprehension scores.
5. The test was developed by Wisconsin educators and MetriTech, Inc., under the direction of the Department of Public Instruction (DPI) and the State Superintendent's Wisconsin Reading Comprehension Test Advisory Committee. The steps in test development included the following: passage selection, item development, field testing, analysis of field test results, test revision, bias review, and preparation of the final test. The test was scored by MetriTech, Inc., under the direction of the DPI.

The Performance Standards and Proficiency Levels

1. The performance standards are based only on the comprehension items.
2. The performance standards for the 2003 Wisconsin Reading Comprehension Test are based on standards that were established in July, 1998, by the State Superintendent, taking into consideration the recommendations of a 16-member standard-setting panel of third grade teachers and district reading specialists. Members of the panel established performance standards using their professional judgment regarding what is appropriate reading performance in four levels of proficiency for third grade students. Student performance is reported in Minimal, Basic, Proficient, and Advanced proficiency levels.

Interpreting, Using, and Reporting Test Results

1. Guard against generalizing from the results of the Wisconsin Reading Comprehension Test to the total school or district educational program.
2. Performance on the Wisconsin Reading Comprehension Test reflects the entire K-3 instructional program, not just the third grade program/teacher.
3. If small numbers of students are tested, the performance of the group is affected significantly by a few high-performing or low-performing students. When small numbers of students are tested in a school or district, there may be a significant variation from one year to the next.
4. Be careful about reporting results by demographic groups, particularly if the numbers are small, such that individual students might be identified. Districts and schools should take appropriate steps to protect the privacy of individual students.
5. If significant differences exist among schools in your district, consider carefully how you will phrase your explanation to the school board and other audiences. The results on prior knowledge and reading strategies may provide information which is helpful to explain the results. Additional factors, such as the number of students tested at each school and various demographic characteristics may account for differences among schools. (Also keep in mind that there is variation among districts and schools in terms of the number and percent of S/Dis and LEP students who were not tested. The decision to test students was a district decision, based on DPI guidelines.)
6. The rule for Standard (r) requires the Department of Public Instruction to report each school district's test results, for the school district and for each school in the district, to the school district board.
7. Standard (r) does not require reporting the results for each student to the student's parent or guardian. The Parent/Guardian Reports are provided should you choose to report to the parents or guardians.
8. Districts must *consider* students who score in the Minimal proficiency level on the Wisconsin Reading Comprehension Test as *possible* candidates for remedial reading services. Standard (c) requires each school district to provide remedial reading services for pupils in grades kindergarten through four if:
 - the pupil fails to meet the reading objectives specified in the school district's reading curriculum plan; or
 - the pupil fails to score above the Minimal proficiency level on the Standard (r) Wisconsin Reading Comprehension Test, and
 - a. the pupil's parent or guardian and a teacher agree that the pupil's test performance accurately reflects his or her reading ability, or
 - b. a teacher determines, based on other objective evidence of the pupil's reading comprehension, that the pupil's test performance accurately reflects his or her reading ability.

Additionally, Standard (c) requires that if fewer than 80% of the pupils score above the Minimal proficiency level, either in the district or in any school in the district, the district shall develop a written plan which includes the following:

- a. a description of how the district will provide remedial reading services,
- b. a description of how the district intends to evaluate the effectiveness of efforts to remove reading deficiencies, and
- c. an assessment of the school district or individual school's reading program.

9. Read the test carefully before you discuss the results with representatives of the media, members of the school board, etc. More detailed information about the Wisconsin Reading Comprehension Test (WRCT) may be found on the WRCT website: <http://www.dpi.wi.us/dpi/oea/wrct3.html>
10. A new publication, *Wisconsin Makes the Connection: Teaching & Testing Reading Comprehension*, is available from MetriTech, Inc., the DPI's WRCT development contractor. This publication describes the WRCT and provides suggested teaching strategies. It can be viewed at www.wrct.net or through the website listed in paragraph 9 above.
11. The State Superintendent of Public Instruction will report statewide results on July 15, 2003. Test results are embargoed until that date. An alphabetical listing of all districts and schools within districts will be reported. This listing will show the percent of students whose scores were Minimal, Basic, Proficient, and Advanced. Also included in this listing will be the number and percent of students not tested.

The 2004 Test

The 2004 test will consist of new passages and questions, and in many ways, it will be similar in format to the test used in 2003. However, beginning in 2004, instead of three passages, there will be only two passages which will be related to each other through content, theme, or in some other significant way. The questions related to each passage will be similar to those that have appeared on previous tests. In addition, there will be about 10-15 questions that ask students about connections and relationships between the two passages. For more information, see the handbooks: *Wisconsin Makes the Connection* and *Wisconsin Moves Forward, Makes New Connections* and other information at our Web resource page www.wrct.net.

There will be a three-week testing period: **March 8-26, 2004.**

Proficiency Levels

This report appears as the first page of the Comprehension Performance Report Summary by District and by School Within District. It shows which comprehension scores fall into each proficiency level: Advanced, Proficient, Basic, and Minimal. The performance standards for the 2003 Wisconsin Reading Comprehension Test are based on standards that were established in July, 1998, by the State Superintendent after considering the recommendations of a 16-member standard-setting panel of third grade teachers and district reading specialists. Panel members had recommended performance standards, based on their professional judgment regarding what are appropriate reading proficiency levels for third grade students. A general description of each proficiency level is shown below:

- Advanced** Distinguished in the content area. Academic achievement is beyond mastery. Test score provides evidence of in-depth understanding in the academic content area tested.
- Proficient** Competent in the content area. Academic achievement includes mastery of the important knowledge and skills. Test score shows evidence of skills necessary for progress in the academic content area tested.
- Basic** Somewhat competent in the content area. Academic achievement includes mastery of most of the important knowledge and skills. Test score shows evidence of at least one major flaw in understanding the academic content area tested.
- Minimal** Limited achievement in the content area. Test score shows evidence of major misconceptions or gaps in knowledge and skills tested in the academic content area.



2003 Wisconsin Reading Comprehension Test

An Assessment of Primary-Level Reading at Grade Three

Proficiency Levels

<u>Proficiency Level</u>	<u>Comprehension Score</u>
Advanced	from 65 through 69 points
Proficient	from 49 through 64 points
Basic	from 31 through 48 points
Minimal	from 0 through 30 points

Students Not Tested

The *Comprehension Performance Report Summary by District and by School Within District* includes a column called "Total Number of Students Not Tested." The figures in this column represent the numbers of students not tested in each school and district.

Students were **not** tested for one of four reasons:

1. **Absent.** These students were absent during the testing period, including makeup testing sessions.
2. **Students with Disabilities (S/Dis).** Based on DPI guidelines for testing Students with Disabilities, districts determined that the Reading Comprehension Test was inappropriate for these students and assessed them through alternate methods.
3. **Limited English Proficient (LEP).** These students were not tested because their English language skills were classified as LEP Level 1 or 2, as defined in Administrative Rule PI 13. LEP students who did not take the Wisconsin Reading Comprehension Test (WRCT) were assessed by alternate methods. Note: The definitions of LEP levels were revised since the 2002 WRCT was administered; the revised definitions were implemented beginning with the 2003 WRCT. Therefore, caution is urged in comparing 2003 WRCT data for LEP students with WRCT data from years prior to 2003.
4. **Section 504 Disabilities (Sec. 504).** Based on DPI guidelines for testing students with disabilities under Sec. 504 of the Rehabilitation Act of 1973, districts determined that the Reading Comprehension Test was inappropriate for these students and assessed them through alternate methods.

Note: On the following pages of this report, to protect the privacy of individual students, data are not reported for districts or schools with five or fewer students enrolled in third grade. In these cases, dashes will appear in the data columns.

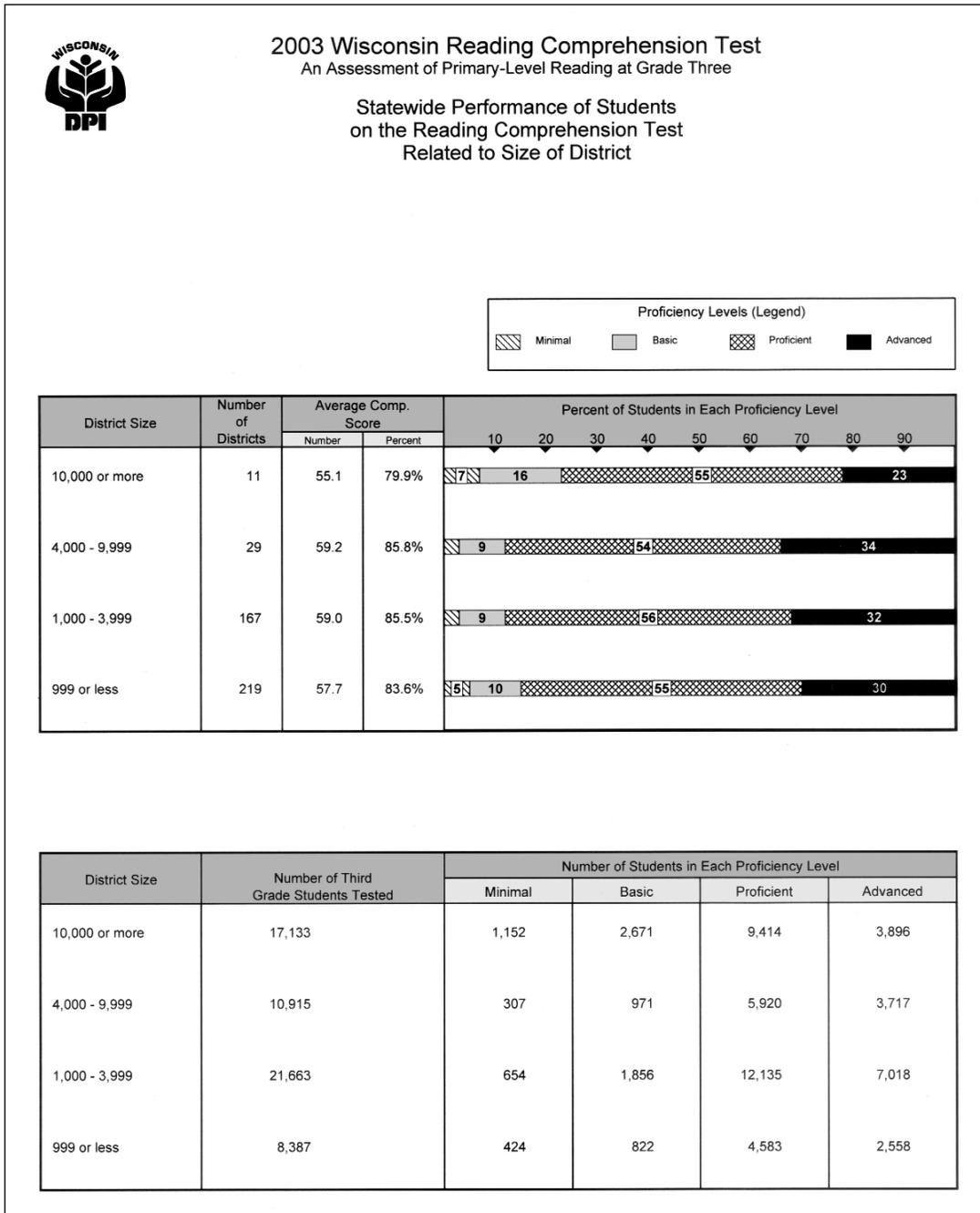
Statewide Performance of Students on the Reading Comprehension Test Related to Size of District

Note: Districts will not receive separate copies of this report.

This report shows how students in four different district size categories performed on the test.

The first table lists the number of districts in each size category and the average comprehension score for the students. The bar graphs are shaded to show the proportion of students falling into each of the four performance categories. Percentages less than 3% are not printed on the bars.

The second table shows the number of students who were tested in each of the four district size categories and the numbers of students whose scores were in the Minimal, Basic, Proficient, and Advanced proficiency levels.



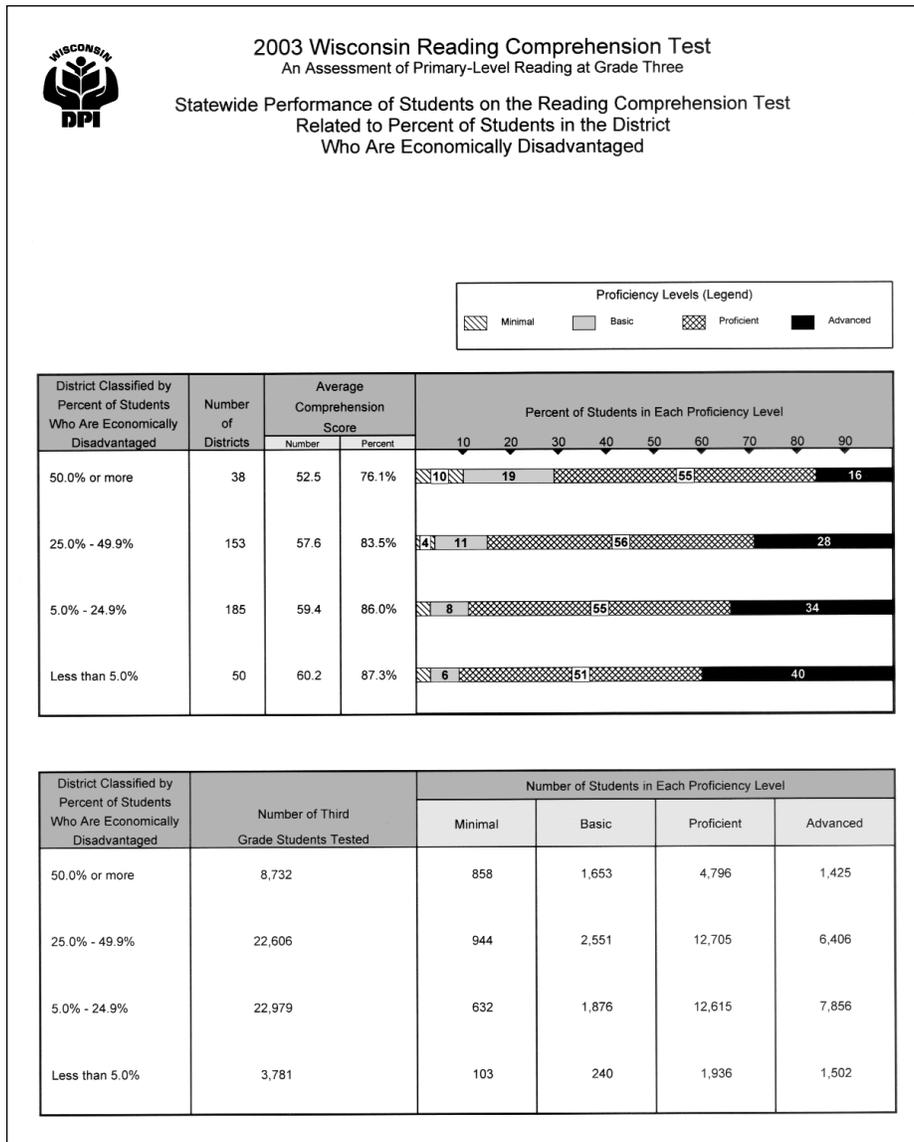
Statewide Performance of Students on the Reading Comprehension Test Related to Percent of Students in the District Who Are Economically Disadvantaged

Note: Districts will not receive separate copies of this report.

This report shows the performance of students in districts related to the percent of children in the district who are economically disadvantaged. An “economically disadvantaged” student is a student who is a member of a household that meets the income eligibility guidelines for free or reduced-price lunch ($\leq 185\%$ of Federal Poverty Guidelines) under the National School Lunch Program. Districts are permitted to use their best local source of information about the economic status of individual students consistent with this DPI definition.

In the first table, districts are classified into four categories, based on the percent of children who are economically disadvantaged: 50.0% or more, 25.0-49.9%, 5.0-24.9%, and less than 5.0%. The number of districts in each category and the average comprehension score of the students are shown in the next two columns. (Note: the comprehension scores are for all students in the district, not just those who are economically disadvantaged.) The bar charts are shaded to show the proportion of students falling into each of the four proficiency levels. Percentages less than 3% are not printed on the bars.

The second table shows the number of economically disadvantaged students in each of the four categories and the numbers of students whose scores were Minimal, Basic, Proficient, and Advanced.



Sample District and School Reports

The sample reports which follow are included to assist in interpreting the reports from the scoring contractor. Reports are sent to districts in two shipments. Shipment #1 includes the Student Roster and Parent/Guardian reports. All other reports are included in Shipment #2.

Student Roster

The Student Roster report shows individual student performance on each part of the test. At the end of the report are averages for the district and school. (Note: This report was sent to districts in Shipment #1.)

Maximum Possible Score is the highest score that can be obtained on each part of the test.

Total Comp. (Total Comprehension) is the comprehension score of each student for the three passages.

Prof. Level (Proficiency Level) shows whether the student's score was Minimal, Basic, Proficient, or Advanced on the comprehension items.

The three columns under **Comprehension** show each student's comprehension score for each passage.

The three columns under **Prior Knowledge** show the number of prior knowledge items the student answered correctly for each passage.

The three columns under **Reading Strategy** show the number of reading strategy items related to each passage that the student answered correctly.

Student Name		Total Comp.	Prof. Level	Comprehension			Prior Knowledge			Reading Strategy		
				Pass 1	Pass 2	Pass 3	Pass 1	Pass 2	Pass 3	Pass 1	Pass 2	Pass 3
Maximum Possible Score →		69	--	25	19	25	5	5	7	5	5	6
STUDENT, SAMPLE A.		48	Basic	17	13	18	4	1	4	4	4	4
STUDENT, SAMPLE B.		48	Basic	16	17	15	4	4	6	4	5	4
STUDENT, SAMPLE C.		67	Advanced	24	19	24	5	3	7	5	5	6
STUDENT, SAMPLE D.		60	Proficient	19	18	23	5	3	6	4	5	6
STUDENT, SAMPLE E.		57	Proficient	21	15	21	5	5	5	5	5	6
STUDENT, SAMPLE F.		26	Minimal	7	10	9	3	2	4	5	4	2
STUDENT, SAMPLE G.		49	Proficient	14	17	18	4	2	5	3	4	4
STUDENT, SAMPLE H.		68	Advanced	24	19	25	4	4	6	5	5	6
STUDENT, SAMPLE I.		56	Proficient	19	17	20	3	4	5	4	5	6
STUDENT, SAMPLE J.		58	Proficient	18	17	23	3	4	6	5	5	6
STUDENT, SAMPLE K.		46	Basic	14	16	16	5	5	7	5	5	5
STUDENT, SAMPLE L.		61	Proficient	23	14	24	4	4	4	5	5	5
STUDENT, SAMPLE M.		56	Proficient	17	17	22	4	4	5	5	5	5
STUDENT, SAMPLE N.		38	Basic	17	13	8	5	2	5	3	4	3
STUDENT, SAMPLE O.		52	Proficient	20	13	19	5	4	4	4	4	5
STUDENT, SAMPLE P.		51	Proficient	20	13	18	5	4	2	4	5	6
STUDENT, SAMPLE Q.		61	Proficient	20	19	22	4	5	4	5	4	5
STUDENT, SAMPLE R.		69	Advanced	25	19	25	5	5	6	5	5	6
STUDENT, SAMPLE S.		38	Basic	14	14	10	3	4	6	4	4	4
STUDENT, SAMPLE T.		46	Basic	17	15	14	4	3	3	5	4	5
STUDENT, SAMPLE U.		69	Advanced	25	19	25	4	5	6	5	5	6
STUDENT, SAMPLE V.		55	Proficient	23	15	17	5	4	6	4	4	6
STUDENT, SAMPLE W.		27	Minimal	10	6	11	4	4	3	4	2	3
STUDENT, SAMPLE X.		42	Basic	19	12	11	4	3	5	5	4	6
STUDENT, SAMPLE Y.		20	Minimal	9	5	6	4	5	3	2	5	4
STUDENT, SAMPLE Z.		64	Proficient	24	18	22	5	4	7	5	5	6
School Average		52.0		18.5	15.0	18.5	4.2	3.8	4.8	4.4	4.5	5.1
District Average		56.1		20.0	16.2	20.0	4.5	4.2	5.2	4.4	4.6	5.5

Comprehension Score Frequency Distribution

The Comprehension Score Frequency Distribution report shows the number and percent of students receiving each of the possible scores, ranging from 0 through 69 points. Also shown are the cumulative frequencies and cumulative percentages.

In the example report shown, 28 students in the district received a score of 50. This represents 2.2% of the students in the district. The Cumulative Frequency indicates the number of students in the district who received a score of 50 or less, in this case, 310. The Cumulative Percent indicates the percent of students in the district who received a score of 50 or less, in this case, 23.9%.

At the bottom of the report are descriptive statistics. The Possible High and Low Scores are given. The Obtained High Score and Obtained Low Score show the highest and lowest scores obtained by students at the school, district, and state levels. Also shown are the mean, standard deviation, and median for the school, district, and state.

Score	School				District				State	
	Freq.	Cum. Freq.	%	Cum. %	Freq.	Cum. Freq.	%	Cum. %	%	Cum. %
69	3	45	6.7%	100.0%	28	1,299	2.2%	100.0%	2.9%	100.0%
68	1	42	2.2%	93.3%	44	1,271	3.4%	97.8%	5.1%	97.1%
67	1	41	2.2%	91.1%	71	1,227	5.5%	94.5%	6.8%	92.0%
66	0	40	0.0%	88.9%	82	1,156	6.3%	89.0%	7.5%	85.3%
65	2	40	4.4%	88.9%	85	1,074	6.5%	82.7%	7.4%	77.8%
64	1	38	2.2%	84.4%	77	989	5.9%	76.1%	7.3%	70.4%
63	0	37	0.0%	82.2%	87	912	6.7%	70.2%	6.7%	63.1%
62	1	37	2.2%	82.2%	76	825	5.9%	63.5%	5.8%	58.4%
61	2	36	4.4%	80.0%	77	749	5.9%	57.7%	5.2%	50.8%
60	3	34	6.7%	75.6%	54	672	4.2%	51.7%	4.6%	45.4%
59	1	31	2.2%	68.9%	48	618	3.7%	47.6%	4.0%	40.8%
58	4	30	8.9%	66.7%	45	570	3.5%	43.9%	3.5%	36.8%
57	2	26	4.4%	57.8%	42	525	3.2%	40.4%	3.1%	33.3%
56	2	24	4.4%	53.3%	36	483	2.8%	37.2%	2.8%	30.2%
55	1	22	2.2%	48.9%	31	447	2.4%	34.4%	2.5%	27.6%
54	2	21	4.4%	46.7%	32	416	2.5%	32.0%	2.2%	25.1%
53	1	19	2.2%	42.2%	25	384	1.9%	29.6%	1.8%	23.0%
52	1	18	2.2%	40.0%	24	359	1.8%	27.6%	1.7%	21.2%
51	17	17	2.2%	37.8%	25	335	1.9%	25.8%	1.5%	19.4%
50	1	16	2.2%	35.6%	28	310	2.2%	23.9%	1.4%	17.9%
49	1	15	2.2%	33.3%	27	282	2.1%	21.7%	1.2%	16.5%
48	2	14	4.4%	31.1%	20	255	1.5%	19.6%	1.1%	15.2%
47	1	12	2.2%	26.7%	26	235	2.0%	18.1%	0.9%	14.2%
46	2	11	4.4%	24.4%	11	209	0.8%	16.1%	0.8%	13.2%
45	0	9	0.0%	20.0%	17	188	1.3%	15.2%	0.8%	12.4%
44	0	9	0.0%	20.0%	17	181	1.3%	13.9%	0.8%	11.8%
43	0	9	0.0%	20.0%	11	164	0.8%	12.6%	0.7%	10.7%
42	1	9	2.2%	20.0%	4	153	0.3%	11.8%	0.7%	10.0%
41	0	8	0.0%	17.8%	12	149	0.9%	11.5%	0.6%	9.4%
40	8	8	0.0%	17.8%	10	137	0.8%	10.5%	0.6%	8.7%
39	0	8	0.0%	17.8%	10	127	0.8%	9.8%	0.6%	8.1%
38	2	8	4.4%	17.8%	12	117	0.9%	9.0%	0.5%	7.6%
37	0	6	0.0%	13.3%	6	105	0.5%	8.1%	0.5%	7.1%
36	0	6	0.0%	13.3%	8	99	0.6%	7.6%	0.4%	6.6%
35	0	6	0.0%	13.3%	4	91	0.3%	7.0%	0.4%	6.2%
34	1	6	2.2%	13.3%	7	87	0.5%	6.7%	0.4%	5.7%
33	0	5	0.0%	11.1%	4	80	0.3%	6.2%	0.3%	5.3%
32	0	5	0.0%	11.1%	4	76	0.3%	5.9%	0.3%	5.0%
31	0	5	0.0%	11.1%	1	72	0.1%	5.5%	0.3%	4.7%
30	0	5	0.0%	11.1%	7	71	0.5%	5.5%	0.3%	4.4%
29	0	5	0.0%	11.1%	4	64	0.3%	4.9%	0.3%	4.0%
28	0	5	0.0%	11.1%	1	60	0.1%	4.6%	0.3%	3.8%
27	1	5	2.2%	11.1%	7	59	0.5%	4.5%	0.3%	3.5%
26	1	4	2.2%	8.9%	3	52	0.2%	4.0%	0.3%	3.2%
25	0	3	0.0%	6.7%	4	49	0.3%	3.8%	0.3%	2.9%
24	1	3	2.2%	6.7%	3	45	0.2%	3.5%	0.2%	2.6%
23	0	2	0.0%	4.4%	6	42	0.5%	3.2%	0.3%	2.4%
22	0	2	0.0%	4.4%	1	38	0.1%	2.8%	0.2%	2.1%
21	0	2	0.0%	4.4%	5	35	0.4%	2.7%	0.3%	1.9%
20	2	2	4.4%	4.4%	5	30	0.4%	2.3%	0.3%	1.6%
19	0	0	0.0%	0.0%	5	25	0.4%	1.9%	0.2%	1.4%
18	0	0	0.0%	0.0%	2	20	0.2%	1.5%	0.2%	1.1%
17	0	0	0.0%	0.0%	6	18	0.5%	1.4%	0.2%	0.9%
16	0	0	0.0%	0.0%	3	12	0.2%	0.9%	0.2%	0.7%
15	0	0	0.0%	0.0%	3	9	0.2%	0.7%	0.1%	0.6%
14	0	0	0.0%	0.0%	4	6	0.3%	0.5%	0.1%	0.4%
13	0	0	0.0%	0.0%	0	2	0.0%	0.2%	0.1%	0.3%
12	0	0	0.0%	0.0%	1	2	0.1%	0.2%	0.0%	0.2%
11	0	0	0.0%	0.0%	0	1	0.0%	0.1%	0.0%	0.2%
10	0	0	0.0%	0.0%	0	1	0.0%	0.1%	0.0%	0.1%
9	0	0	0.0%	0.0%	0	1	0.0%	0.1%	0.0%	0.1%
8	0	0	0.0%	0.0%	0	1	0.0%	0.1%	0.0%	0.1%
7	0	0	0.0%	0.0%	0	1	0.0%	0.1%	0.0%	0.1%
6	0	0	0.0%	0.0%	1	1	0.1%	0.1%	0.0%	0.1%
5	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.0%
4	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.0%
3	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.0%
2	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.0%
1	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.0%
0	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.0%

	School	District	State
Possible High Score	69	69	69
Possible Low Score	0	0	0
Obtained High Score	69	69	69
Obtained Low Score	20	6	0
Mean	52.0	56.1	57.7
Std. Dev.	13.2	11.7	11.1
Median	56	60	61

Note: The two reports described on pages 12 and 13 are both printed on the same page in the reports provided by the scoring contractor.

Report of Third Grade Students Tested and Not Tested

This report shows the number and percent of third grade students at the state, district, and school levels who were tested and not tested.

	2003 Wisconsin Reading Comprehension Test An Assessment of Primary-Level Reading at Grade Three				Report of Students Tested and Not Tested	
	District Name: SAMPLE DISTRICT School Name: SAMPLE SCHOOL			District-School Code: 8888-8888		
	State		District		School	
	Number	Percent	Number	Percent	Number	Percent
Total Students Enrolled	60,747	100.0%	1,442	100.0%	59	100.0%
Students Tested	58,098	95.6%	1,299	90.1%	45	76.3%
Students EXCLUDED from Testing						
Absent	144	0.2%	5	0.3%	0	0.0%
Students with Disabilities	1,577	2.6%	65	4.5%	5	8.5%
Limited English Proficient	922	1.5%	73	5.1%	9	15.3%
Section 504 (Not S/Dis)	6	0.0%	0	0.0%	0	0.0%
Total Students Excluded	2,649	4.4%	143	9.9%	14	23.7%

In this example report, the district had 1,442 students enrolled in the third grade. Of these students, 1,299 were tested. Of the students not tested, 5 were absent, 65 were excluded because they were Students with Disabilities and 73 were excluded because of Limited English Proficiency.

Total Students Excluded is the sum of students who were not tested for all reasons.

Note: For 2003, the definitions of LEP Levels were revised. Districts were required to test Levels 3 and higher. Therefore, caution should be exercised when making comparisons with LEP data from previous years.

Students with Disabilities and Limited English Proficient Students Tested

This report shows the number of Students with Disabilities and Limited English Proficient students for the state, district, and school. The number and percent of these students tested are also shown.

Students with Disabilities and Limited English Proficient Students Tested									
	State			District			School		
	No. Students	No. Tested	% Tested	No. Students	No. Tested	% Tested	No. Students	No. Tested	% Tested
Students with Disabilities	7,929	6,201	78.2%	266	187	70.3%	16	8	50.0%
Limited English Proficient	3,208	2,211	68.9%	209	131	62.7%	24	14	58.3%
Section 504 (Not S/Dis)	193	178	92.2%	0	0	%	0	0	%

In the above example, there are 266 third grade students in the district who were Students with Disabilities. Of this number, 187 or 70.3% were tested.

Comprehension Performance Report for All Students and Students by Demographic Group

This two-sided report, shown on pages 14 and 15, summarizes comprehension scores for all students and by gender, ethnicity, and several other demographic categories. Results are shown for the state, district, and school.



2003 Wisconsin Reading Comprehension Test
An Assessment of Primary-Level Reading at Grade Three

Comprehension Performance Report for
All Students and Students by Demographic Group

District-School Code: 8888-8888

District Name: SAMPLE DISTRICT
School Name: SAMPLE SCHOOL

Proficiency Levels (Legend)

Not Tested	Minimal	Basic	Proficient	Advanced
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	Number of Students Enrolled	Average Comp. Score		Percent of Students in Each Proficiency Level																
		Number	Percent	10	20	30	40	50	60	70	80	90								
ALL STUDENTS																				
State	60,747		57.7	83.6%	4	4	10	53	28											
District	1,442		56.1	81.3%	10	5	13	51	21											
Students Not In District Full Academic Year	169		52.0	75.4%	16	9	18	42	15											
Students In District Full Academic Year	1,269		56.6	82.0%	9	4	12	52	22											
In a Single School	1,145		57.0	82.5%	8	4	11	52	24											
Not In a Single School	124		52.7	76.4%	15	7	19	49	10											
School	59		52.0	75.3%	24	8	15	41	12											
Students Not In School Full Academic Year	21		46.6	67.6%	24	14	19	43	12											
Students In School Full Academic Year	38		54.9	79.6%	24	5	13	39	18											
GENDER																				
Male																				
State	30,911		56.6	82.1%	5	5	12	53	25											
District	720		54.8	79.4%	10	7	13	51	19											
School	31		51.6	74.8%	23	10	16	39	13											
Female																				
State	29,788		58.8	85.2%	4	9	53	31												
District	720		57.4	83.1%	10	12	51	24												
School	28		52.4	75.9%	25	7	14	43	11											

See other side for results by Ethnicity and Other Demographic Groups ➔

The first column of numbers on this report shows the total number of all third grade students enrolled, the number of males and females enrolled, the number of students enrolled in each ethnic category, and the number of students enrolled in the other demographic categories.

The column called **Average Comp. Score** shows the average comprehension score (the number and percent of comprehension points).

The last column shows the percent of students whose scores were Minimal, Basic, Proficient, and Advanced for the state, district, and school. The three bar charts (one for the state, one for the district, and one for the school) are shaded to show the proportion of students falling into each of the four performance categories (Minimal, Basic, Proficient, and Advanced). The numbers printed on the bars are the percentages of students falling into the particular category. Percentages less than 3% are not printed on the bars.

(Continued from other side.)

	Number of Students Enrolled	Average Comp. Score		Percent of Students in Each Proficiency Level										
		Number	Percent	10	20	30	40	50	60	70	80	90		
ETHNICITY														
American Indian or Alaskan Native														
State	871	55.0	79.7%	6	6	14	57	17						
District	85	51.4	74.5%	12	9	18	54	7						
School	0	0.0	0.0%											
Asian or Pacific Islander														
State	2,126	55.9	81.0%	10	15	55	17							
District	96	52.5	76.0%	22	5	17	53							
School	8	52.6	76.2%		38	13	50							
Black (Not of Hispanic Origin)														
State	7,137	49.9	72.3%	5	12	22	52	10						
District	76	46.8	67.9%	16	14	24	41	5						
School	9	44.0	63.8%	22	22	22	22	11						
Hispanic														
State	3,739	53.9	78.1%	22	5	14	45	13						
District	164	50.4	73.1%	36	7	16	55	6						
School	16	51.6	74.8%	38	6	19	31	6						
White (Not of Hispanic Origin)														
State	46,828	59.2	85.8%	8	53	33								
District	1,021	57.9	84.0%	4	4	11	54	28						
School	22	56.2	81.4%	5	5	9	59	23						
Combined Groups (Small Number)														
State	0	0.0	0.0%											
District	0	0.0	0.0%											
School	4	36.0	52.2%		50	25	25							
OTHER														
Limited English Proficient														
State	3,208	52.0	75.4%	31	4	16	42	6						
District	209	49.1	71.2%	37	6	19	36							
School	24	50.7	73.5%	42	4	17	38							
English Proficient														
State	54,435	58.0	84.1%	4	10	54	30							
District	1,220	56.9	82.5%	5	5	12	54	25						
School	35	52.5	76.2%	11	11	14	43	20						
Migrant														
State	56	53.8	78.0%	34	18	39	7							
District	0	0.0	0.0%											
School	0	0.0	0.0%											
Non-Migrant														
State	60,691	57.7	83.6%	4	10	53	28							
District	1,442	56.1	81.3%	10	5	13	51	21						
School	59	52.0	75.3%	24	8	15	41	12						
Students with Disabilities														
State	7,929	46.2	67.0%	22	17	20	34	8						
District	266	45.8	66.4%	30	15	18	32	6						
School	16	44.8	64.9%		50	13	6	25						
Nondisabled														
State	52,818	59.1	85.6%	9	56	31								
District	1,176	57.8	83.8%	5	12	55	25							
School	43	53.5	77.6%	14	7	19	47	14						
Economically Disadvantaged														
State	19,174	53.2	77.1%	8	8	17	53	14						
District	565	52.1	75.5%	19	7	18	46	10						
School	48	49.2	71.4%	29	10	17	40	4						
Not Economically Disadvantaged														
State	41,573	59.7	86.5%	7	53	35								
District	877	58.3	84.4%	4	9	54	29							
School	11	60.5	87.6%	9	45	45								

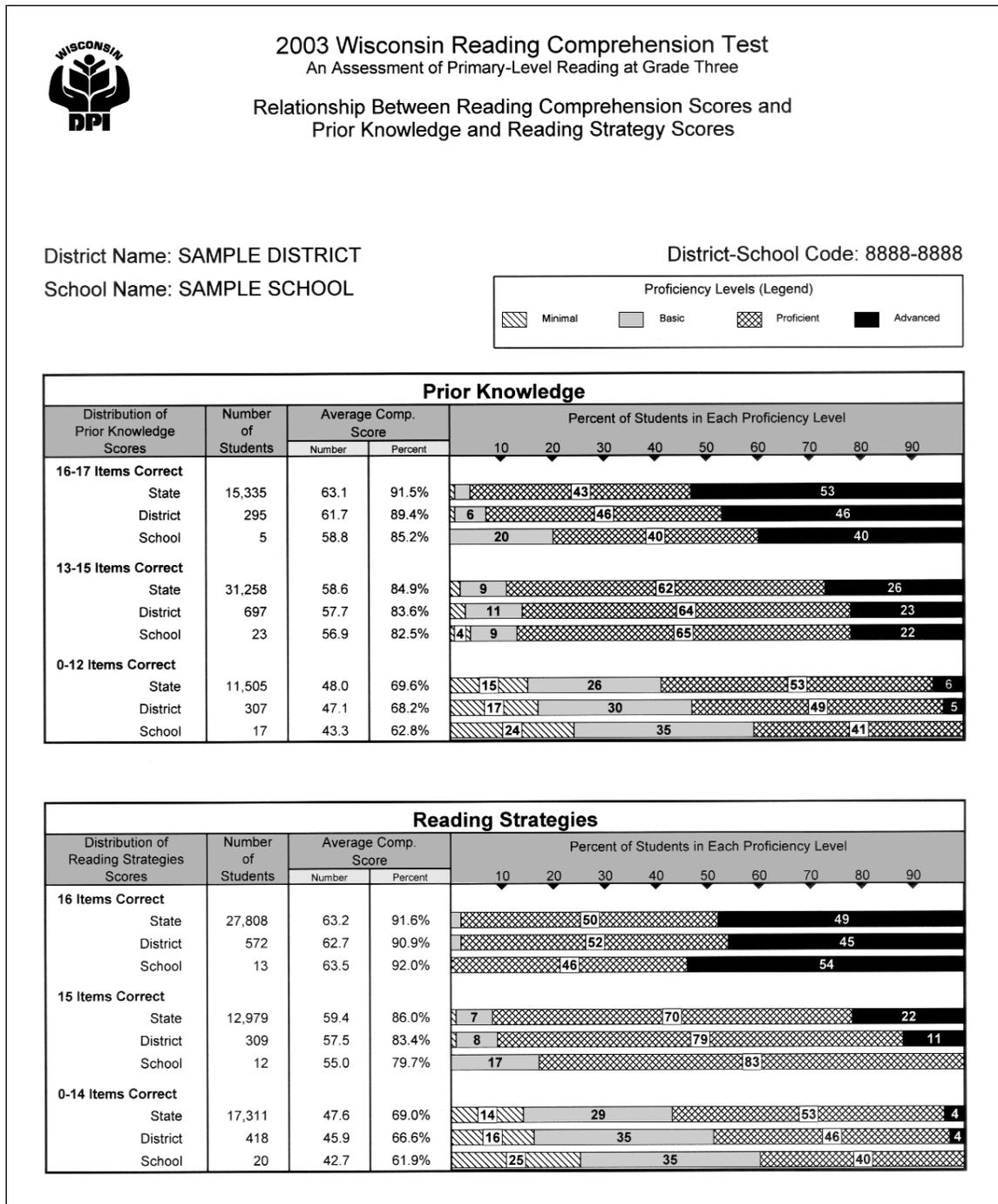
Note: Districts should avoid reporting data for small groups of students in such a way that individual students might be identified.

Relationship Between Reading Comprehension Scores and Prior Knowledge and Reading Strategy Scores

The purpose of this report is to show how students' reading comprehension scores relate to students' scores on the prior knowledge and reading strategy questions. The report also allows for a comparison of district and school results with the state results.

For each of the charts below, statewide frequency distributions of students' scores in prior knowledge and reading strategies for all three passages were divided into three categories.

In the example shown, at the state level, 15,335 of the students' prior knowledge scores fell into the top category. These students averaged 91.5% correct on the comprehension items. In contrast, the 11,505 students in the bottom category averaged 69.6% correct on the test.



Note: The two reports described on pages 17 and 18 are printed on the same page in the reports provided by the scoring contractor.

Relationship Between Reading Comprehension Scores and Prior Knowledge Scores for Each Passage

The purpose of this report is to show how students' responses to the prior knowledge questions for each passage relate to the students' reading comprehension scores.

The prior knowledge scores for each of the three passages on the test are broken into three categories. These categories are based on the number of prior knowledge questions that students throughout the state answered correctly.

For Passage 1, the number of students at the state, district, and school levels falling into each of three prior knowledge categories is shown. Students in the top category answered all five of the prior knowledge items correctly. In the example district shown, 764 students answered five items correctly; these students averaged 86.5% correct on the passage. In contrast, the 149 students in the district who answered 0-3 of the prior knowledge questions correctly averaged 67.0% correct.

The figures for Passages 2 and 3 are interpreted similarly. There were five prior knowledge items for Passage 2 and seven prior knowledge items for Passage 3.



2003 Wisconsin Reading Comprehension Test An Assessment of Primary-Level Reading at Grade Three

District Name: SAMPLE DISTRICT
School Name: SAMPLE SCHOOL

District-School Code: 8888-8888

Relationship Between Reading Comprehension Scores and Prior Knowledge Scores for Each Passage

Passage 1			Passage 2			Passage 3		
Distribution of Prior Knowledge Scores	Number of Students	Average Comp. Score	Distribution of Prior Knowledge Scores	Number of Students	Average Comp. Score	Distribution of Prior Knowledge Scores	Number of Students	Average Comp. Score
5 Items Correct			5 Items Correct			7 Items Correct		
State	37,241	87.8%	State	27,437	87.1%	State	10,523	91.2%
District	764	86.5%	District	589	85.0%	District	195	89.0%
School	18	82.3%	School	13	82.8%	School	4	72.8%
4 Items Correct			4 Items Correct			5-6 Items Correct		
State	15,518	79.2%	State	20,005	83.0%	State	33,415	85.5%
District	386	76.5%	District	455	80.7%	District	735	83.9%
School	20	70.9%	School	19	75.1%	School	24	80.9%
0-3 Items Correct			0-3 Items Correct			0-4 Items Correct		
State	5,339	67.1%	State	10,656	75.7%	State	14,160	73.6%
District	149	67.0%	District	255	73.7%	District	369	72.0%
School	7	70.2%	School	13	68.2%	School	17	68.1%

Relationship Between Reading Comprehension Scores and Reading Strategy Scores for Each Passage

The purpose of this report is to show how students' responses to the reading strategy questions relate to the students' reading comprehension scores.

The reading strategy scores for each of the passages on the test are broken into three categories. These categories are based on the number of reading strategy questions that students throughout the state answered correctly.

For the first passage, the number of students at the state, district, and school levels falling into each of three categories is shown. Students in the top category correctly answered five of the reading strategy items for Passage 1. In the example district shown, 793 students answered five items correctly; these students' average comprehension score on the passage was 87.6% correct. The 199 students who answered 0-3 items correctly had an average comprehension score on the passage of 61.7% correct.

The figures for Passages 2 and 3 are interpreted similarly. There were five strategy items for Passage 2 and six strategy items for Passage 3.

Relationship Between Reading Comprehension Scores and Reading Strategy Scores for Each Passage

Passage 1			Passage 2			Passage 3		
Distribution of Strategy Scores	Number of Students	Average Comp. Score	Distribution of Strategy Scores	Number of Students	Average Comp. Score	Distribution of Strategy Scores	Number of Students	Average Comp. Score
5 Items Correct			5 Items Correct			6 Items Correct		
State	36,955	89.4%	State	45,251	87.9%	State	41,684	88.6%
District	793	87.6%	District	952	86.8%	District	902	87.5%
School	26	83.2%	School	26	84.6%	School	22	86.7%
4 Items Correct			4 Items Correct			5 Items Correct		
State	12,881	79.8%	State	9,245	73.8%	State	10,800	77.4%
District	307	77.6%	District	246	71.1%	District	255	73.0%
School	13	73.8%	School	16	62.5%	School	12	70.2%
0-3 Items Correct			0-3 Items Correct			0-4 Items Correct		
State	8,262	63.7%	State	3,602	54.7%	State	5,614	58.3%
District	199	61.7%	District	101	54.4%	District	142	56.5%
School	6	44.7%	School	3	63.3%	School	11	58.2%

Parent/Guardian Report

Districts receive one Parent/Guardian Report for each child who was tested. *Districts are not required by Standard (r) to report each child's results to the parent(s) or guardian(s).* However, districts may wish to do so. For this reason, reports for each child were provided in Shipment #1.



Wisconsin Department of Public Instruction
Elizabeth Burmaster, State Superintendent

2003 WISCONSIN READING COMPREHENSION TEST An Assessment of Primary-Level Reading at Grade Three

Parent/Guardian Report

District Name: SAMPLE DISTRICT

School Name: SAMPLE SCHOOL

Dear Parent/Guardian of STUDENT D. SAMPLE:

This is your copy of the 2003 Wisconsin Reading Comprehension Test results for your child. This test was developed by the Department of Public Instruction's Office of Educational Accountability and a committee of Wisconsin educators. The test was administered to all third grade students in Wisconsin in the spring of 2003. Students were given three passages to read. The material was typical of what third graders read in school. Each passage was followed by a set of questions measuring reading comprehension. Following are the test results for your child:

TEST RESULTS

<u>Highest Possible Comprehension Score on the Test</u>	<u>Comprehension Score for the Student</u>
69	60

The State of Wisconsin, Department of Public Instruction, using a committee of teachers and reading specialists, has established proficiency levels based on the comprehension questions. Four categories of scores were identified:

<u>Proficiency Level</u>	<u>Score Range</u>
Advanced	= 65 or more points
Proficient	= from 49 through 64 points
Basic	= from 31 through 48 points
Minimal	= from 0 through 30 points

On this test, your child's score was in the Proficient level.

Parents/Guardians Can Help Their Children Become Better Readers:

Your child's reading activities in school and away from school are all important. Encouraging your child to read for fun, reading aloud to your child, and having your child read aloud to you or someone else are practices that have been shown to help children become successful readers. Successful readers should be able to read a variety of fiction and nonfiction materials. Your librarian can help you and your child select appropriate books and magazines. You may also want to talk to your child's teacher about your child's reading progress.

For More Information:

You can find out more about this test by contacting your child's teacher, principal, or your school district administrator. You may also refer to the Web Resource Page at www.wrct.net.

Under the heading called Test Results, is shown the comprehension score for the student. Also shown is the highest possible score.

A student's score is classified into one of four levels of proficiency: Advanced, Proficient, Basic, or Minimal. For example, a student must have a comprehension score of 65 or more to score in the Advanced level. The performance of a student who received a score of 49 through 64 is in the Proficient level. A score of 31 through 48 is in the Basic level, and a score of 0-30 is in the Minimal level.

Comprehension Performance Report Summary by District and by School Within District

This report is an alphabetical listing of all Wisconsin school districts and schools within each district showing the numbers and percents of students whose scores were in the Minimal, Basic, Proficient, and Advanced proficiency levels. Also shown for each district and school are the number of third grade students enrolled and the number and percent of students not tested. In schools or districts in which the number of third grade students enrolled is five or fewer, results are not presented in order to protect the privacy of those students. In these cases, dashes appear in the data columns.



2003 Wisconsin Reading Comprehension Test An Assessment of Primary-Level Reading at Grade Three

Comprehension Performance Report Summary by District and by School Within District

District/ School Code	District/School Name	Number Of Students Enrolled	Students Not Tested		Students Tested							
			No.	%	Minimal		Basic		Proficient		Advanced	
					No.	%	No.	%	No.	%	No.	%
	STATEWIDE (ALL DISTRICTS/SCHOOLS)	60,747	2,649	4.4%	2,537	4.2%	6,320	10.4%	32,052	52.8%	17,189	28.3%
8110	21st Century Prep Sch	51	0	0.0%	7	13.7%	10	19.6%	29	56.9%	5	9.8%
8110-0100	21st Century Prep Sch	51	0	0.0%	7	13.7%	10	19.6%	29	56.9%	5	9.8%
0007	Abbotsford	38	0	0.0%	1	2.6%	2	5.3%	24	63.2%	11	28.9%
0007-0020	Abbotsford EI	38	0	0.0%	1	2.6%	2	5.3%	24	63.2%	11	28.9%
0014	Adams-Friendship Area	151	4	2.6%	4	2.6%	15	9.9%	85	56.3%	43	28.5%
0014-0130	Adams-Friendship EI	69	3	4.3%	4	5.8%	12	17.4%	37	53.6%	13	18.8%
0014-0080	Castle Rock EI	25	0	0.0%	0	0.0%	2	8.0%	17	68.0%	6	24.0%
0014-0140	Grand Marsh EI	25	0	0.0%	0	0.0%	1	4.0%	15	60.0%	9	36.0%
0014-0180	Pine Land EI	14	1	7.1%	0	0.0%	0	0.0%	6	42.9%	7	50.0%
0014-0200	Roche A Cri EI	18	0	0.0%	0	0.0%	0	0.0%	10	55.6%	8	44.4%
0063	Albany	26	2	7.7%	1	3.8%	2	7.7%	12	46.2%	9	34.6%
0063-0020	Albany EI	26	2	7.7%	1	3.8%	2	7.7%	12	46.2%	9	34.6%
0070	Algoma	35	1	2.9%	0	0.0%	1	2.9%	13	37.1%	20	57.1%
0070-0020	Algoma EI	35	1	2.9%	0	0.0%	1	2.9%	13	37.1%	20	57.1%
0084	Alma	21	0	0.0%	2	9.5%	5	23.8%	11	52.4%	3	14.3%
0084-0020	Alma EI	21	0	0.0%	2	9.5%	5	23.8%	11	52.4%	3	14.3%
0091	Alma Center	34	1	2.9%	0	0.0%	2	5.9%	19	55.9%	12	35.3%
0091-0080	Lincoln EI	34	1	2.9%	0	0.0%	2	5.9%	19	55.9%	12	35.3%
0105	Almond-Bancroft	47	0	0.0%	0	0.0%	3	6.4%	29	61.7%	15	31.9%
0105-0020	Almond EI	47	0	0.0%	0	0.0%	3	6.4%	29	61.7%	15	31.9%
0112	Altoona	102	3	2.9%	1	1.0%	14	13.7%	47	46.1%	37	36.3%
0112-0080	Pedersen EI	102	3	2.9%	1	1.0%	14	13.7%	47	46.1%	37	36.3%
0119	Amery	122	8	6.6%	0	0.0%	5	4.1%	56	45.9%	53	43.4%
0119-0020	Lien EI	122	8	6.6%	0	0.0%	5	4.1%	56	45.9%	53	43.4%
0140	Antigo	178	2	1.1%	1	0.6%	14	7.9%	119	66.9%	42	23.6%
0140-0020	Aniwa EI	10	0	0.0%	1	10.0%	2	20.0%	7	70.0%	0	0.0%
0140-0080	Crestwood EI	13	0	0.0%	0	0.0%	0	0.0%	12	92.3%	1	7.7%
0140-0100	East EI	20	1	5.0%	0	0.0%	2	10.0%	11	55.0%	6	30.0%
0140-0160	Mattoon EI	10	0	0.0%	0	0.0%	2	20.0%	4	40.0%	4	40.0%
0140-0180	North EI	35	0	0.0%	0	0.0%	6	17.1%	20	57.1%	9	25.7%
0140-0200	Pleasant View EI	23	0	0.0%	0	0.0%	1	4.3%	17	73.9%	5	21.7%
0140-0240	River Grove EI	13	0	0.0%	0	0.0%	0	0.0%	9	69.2%	4	30.8%
0140-0260	Spring Valley EI	25	0	0.0%	0	0.0%	0	0.0%	20	80.0%	5	20.0%
0140-0280	West EI	29	1	3.4%	0	0.0%	1	3.4%	19	65.5%	8	27.6%

Item Analysis

This report shows district-level numbers and percents of students selecting each answer choice for each test question. Note that the sample questions (1, 2, 8, 9, and 10) are not included. Questions 33 and 97 were short-answer questions. For these questions, the number and percent of students receiving a score of "0" are indicated in column "A", column "B" shows the number and percent of students receiving a score of "1", column "C" shows the number and percent of students receiving a score of "2", and column "D" shows the number and percent of students receiving a score of "3". Districts receive an additional report showing the state-level item analysis.



2003 Wisconsin Reading Comprehension Test An Assessment of Primary-Level Reading at Grade Three

Item Analysis

District Name: SAMPLE DISTRICT

District-School Code: 8888-0000

Response	A	B	C	D	Other †	Response	A	B	C	D	Other †		
Item	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Prior Knowledge	3	22	1.7%	1,251	96.3%*	23	1.8%	-	-	-	3	0.2%	
	4	103	7.9%	68	5.2%	1,125	86.6%*	-	-	-	3	0.2%	
	5	1,239	95.4%*	0	0.0%	56	4.3%	-	-	-	4	0.3%	
	6	11	0.8%	10	0.8%	1,275	98.2%*	-	-	-	3	0.2%	
	7	208	16.0%	203	15.6%	885	68.1%*	-	-	-	3	0.2%	
	11	93	7.2%	306	23.6%	843	64.9%*	102	7.9%	0	0.0%	0	0.0%
	12	1,212	93.3%*	21	1.6%	12	0.9%	0	0.0%	0	0.0%	1	0.1%
Comprehension	13	196	15.1%	1,056	81.3%*	43	3.3%	4	0.3%	0	0.0%	0	0.0%
	14	20	1.5%	24	1.8%	26	2.0%	1,229	94.6%*	0	0.0%	0	0.0%
	15	77	5.9%	34	2.6%	1,129	86.9%*	58	4.5%	1	0.1%	1	0.1%
	16	67	5.2%	1,077	82.9%*	107	8.2%	44	3.4%	4	0.3%	0	0.0%
	17	1,099	84.6%*	129	9.9%	28	2.2%	41	3.2%	2	0.2%	2	0.2%
	18	37	2.8%	961	74.0%*	67	5.2%	232	17.9%	2	0.2%	2	0.2%
	19	265	20.4%	130	10.0%	857	66.0%*	46	3.5%	1	0.1%	1	0.1%
	20	10	0.8%	27	2.1%	22	1.7%	1,237	95.2%*	3	0.2%	3	0.2%
	21	1,230	94.7%*	37	2.8%	13	1.0%	15	1.2%	4	0.3%	0	0.0%
	22	32	2.5%	1,113	85.7%*	41	3.2%	110	8.5%	3	0.2%	3	0.2%
	23	50	3.8%	56	4.3%	63	4.8%	1,127	86.8%*	3	0.2%	3	0.2%
	24	1,058	81.4%*	142	10.9%	34	2.6%	61	4.7%	4	0.3%	4	0.3%
	25	31	2.4%	67	5.2%	25	1.9%	1,167	89.8%*	9	0.7%	9	0.7%
	26	70	5.4%	1,088	83.8%*	79	6.1%	51	3.9%	11	0.8%	11	0.8%
	27	95	7.3%	115	8.9%	1,048	80.7%*	37	2.8%	4	0.3%	4	0.3%
	28	96	7.4%	68	5.2%	27	2.1%	1,103	84.9%*	5	0.4%	5	0.4%
	29	1,029	79.2%*	29	2.2%	36	2.8%	193	14.9%	12	0.9%	12	0.9%
30	1,053	81.1%*	53	4.1%	51	3.9%	139	10.7%	3	0.2%	3	0.2%	
31	60	4.6%	1,126	86.7%*	55	4.2%	53	4.1%	5	0.4%	5	0.4%	
32	8	0.6%	8	0.6%	16	1.2%	1,257	96.8%*	10	0.8%	10	0.8%	
33†	7	28.6%	363	27.9%	238	18.3%	327	25.2%	0	0.0%	0	0.0%	
Reading Strategy	34	214	16.5%	65	5.0%	1,018	78.4%*	-	-	-	2	0.2%	
	35	1,212	93.3%*	60	4.6%	26	2.0%	-	-	-	1	0.1%	
	36	15	1.2%	1,235	95.1%*	48	3.7%	-	-	-	1	0.1%	
	37	90	6.9%	64	4.9%	1,144	88.1%*	-	-	-	1	0.1%	
	38	11	0.8%	1,087	83.7%*	200	15.4%	-	-	-	1	0.1%	
	39	1,080	83.1%*	158	12.2%	60	4.6%	-	-	-	1	0.1%	
	40	68	5.2%	951	73.2%*	279	21.5%	-	-	-	1	0.1%	
Prior Knowledge	41	82	6.3%	972	74.8%*	244	18.8%	-	-	-	1	0.1%	
	42	64	4.9%	18	1.4%	1,216	93.8%*	-	-	-	1	0.1%	
	43	46	3.5%	17	1.3%	1,235	95.1%*	-	-	-	1	0.1%	
	44	1,186	91.3%*	13	1.0%	27	2.1%	72	5.5%	1	0.1%		
	45	49	3.8%	43	3.3%	1,158	89.1%*	48	3.7%	1	0.1%		
	46	40	3.1%	38	2.9%	1,02	7.9%	1,117	86.0%*	2	0.2%		
	47	92	7.1%	63	4.8%	1,024	78.8%*	118	9.1%	2	0.2%		
Comprehension	48	1,015	78.1%*	183	14.1%	29	2.2%	69	5.3%	3	0.2%		
	49	36	2.8%	33	2.5%	1,208	93.0%*	19	1.5%	3	0.2%		
	50	94	7.2%	169	13.0%	974	75.0%*	60	4.6%	2	0.2%		
	51	42	3.2%	1,151	88.8%*	30	2.3%	74	5.7%	2	0.2%		
	52	162	12.5%	1,063	81.8%*	34	2.6%	38	2.9%	2	0.2%		
	53	49	3.8%	40	3.1%	1,170	90.1%*	39	3.0%	1	0.1%		
	54	94	7.2%	77	5.9%	71	5.5%	1,051	80.9%*	6	0.5%		
	55	1,195	92.0%*	10	0.8%	21	1.6%	63	4.8%	10	0.8%		
	Comprehension	56	81	6.2%	1,067	82.1%*	51	3.9%	100	7.7%	0	0.0%	
		57	151	11.6%	28	2.2%	62	4.8%	1,053	81.1%*	5	0.4%	
58		44	3.4%	44	3.4%	1,162	89.5%*	45	3.5%	4	0.3%		
59		1,171	90.1%*	59	4.5%	41	3.2%	25	1.9%	3	0.2%		
60		75	5.8%	75	5.8%	36	2.8%	1,108	85.3%*	5	0.4%		
61		91	7.0%	1,118	86.1%*	50	3.8%	37	2.8%	3	0.2%		
62		154	11.9%	77	5.9%	54	4.2%	1,011	77.8%*	3	0.2%		
Reading Strategy		63	29	2.2%	38	2.9%	1,230	94.7%*	-	-	-	2	0.2%
		64	40	3.1%	1,250	96.2%*	8	0.6%	-	-	-	1	0.1%
		65	1,066	82.1%*	61	4.7%	171	13.2%	-	-	-	1	0.1%
		66	20	1.5%	27	2.1%	1,251	96.3%*	-	-	-	1	0.1%
		67	1,208	93.0%*	22	1.7%	68	5.2%	-	-	-	1	0.1%
		68	85	6.5%	30	2.3%	1,183	91.1%*	-	-	-	1	0.1%
	69	662	51.0%*	301	23.2%	334	25.7%	-	-	-	2	0.2%	
Prior Knowledge	70	55	4.2%	254	19.6%	989	76.1%*	-	-	-	1	0.1%	
	71	424	32.6%	602	46.3%*	272	20.9%	-	-	-	1	0.1%	
	72	944	72.7%*	102	7.9%	252	19.4%	-	-	-	1	0.1%	
	73	12	0.9%	1,281	98.6%*	6	0.5%	-	-	-	0	0.0%	
	74	170	13.1%	1,096	84.4%*	32	2.5%	-	-	-	1	0.1%	
	75	59	4.5%	15	1.2%	9	0.7%	1,214	93.5%*	2	0.2%		
	76	18	1.4%	19	1.5%	28	2.2%	1,231	94.8%*	3	0.2%		
	77	123	9.5%	898	69.1%*	126	9.7%	150	11.5%	2	0.2%		
	78	1,198	92.2%*	29	2.2%	19	1.5%	48	3.7%	5	0.4%		
	79	52	4.0%	36	2.8%	1,028	79.1%*	180	13.9%	3	0.2%		
	80	1,163	89.5%*	72	5.5%	23	1.8%	37	2.8%	4	0.3%		
	81	37	2.8%	1,177	90.6%*	21	1.6%	60	4.6%	4	0.3%		
	82	999	76.9%*	33	2.5%	48	3.7%	216	16.6%	3	0.2%		
83	59	4.5%	1,042	80.2%*	23	1.8%	173	13.3%	2	0.2%			
84	1,175	90.5%*	41	3.2%	25	1.9%	56	4.3%	2	0.2%			
85	95	7.3%	1,001	77.1%*	113	8.7%	84	6.5%	6	0.5%			
86	79	6.1%	61	4.7%	45	3.5%	1,109	85.4%*	5	0.4%			
87	62	4.8%	49	3.8%	1,128	86.8%*	55	4.2%	5	0.4%			
88	58	4.5%	100	7.7%	1,079	83.1%*	58	4.5%	4	0.3%			
89	823	63.4%*	86	6.6%	228	17.6%	158	12.2%	4	0.3%			
90	23	1.8%	28	2.2%	1,185	91.2%*	48	3.7%	15	1.2%			
91	107	8.2%	167	12.9%	141	10.9%	872	67.1%*	12	0.9%			
92	252	19.4%	828	63.7%*	172	13.2%	36	2.8%	11	0.8%			
93	758	58.4%*	169	13.0%	79	6.1%	289	22.2%	4	0.3%			
94	101	7.8%	95	7.3%	50	3.8%	1,050	80.8%*	3	0.2%			
95	48	3.7%	62	4.8%	41	3.2%	1,144	88.1%*	4	0.3%			
96	83	6.4%	51	3.9%	1,122	86.4%*	38	2.9%	5	0.4%			
97†	114	8.8%	285	20.4%	321	24.7%	599	46.1%	0	0.0%			
Reading Strategy	98	37	2.8%	1,219	93.8%*	41	3.2%	-	-	-	2	0.2%	
	99	1,251	96.3%*	13	1.0%	32	2.5%	-	-	-	3	0.2%	
	100	28	2.2%	1,201	92.5%*	68	5.2%	-	-	-	2	0.2%	
	101	1,129	86.9%*	22	1.7%	145	11.2%	-	-	-	3	0.2%	
	102	45	3.5%	22	1.7%	1,230	94.7%*	-	-	-	2	0.2%	
	103	56	4.3%	89	6.9%	1,151	88.6%*	-	-	-	3	0.2%	

A dash (-) indicates this response was not an option for this item.

Sample questions are not included in this report (Items 1, 2, 8, 9, & 10).

† Items 33 and 97 are short answer items. For these items 'A' = '0', 'B' = '1', 'C' = '2', and 'D' = '3' score points.

† Number and percent of students who multiply-marked or omitted this item.

* An asterisk (*) indicates the correct response for this item.